

Module 4: Curriculum and Learning Environments

Overview

This module is designed to:

1. Teach participants how to plan developmentally-appropriate activities for a group of children based on their ages and individual needs, and
2. Describe the role of caregivers in guiding and directing the child's learning process both indoors and out.

Student outcomes

Student Outcome	Washington State Core Competency	Corresponding WAC	
		Centers	FHCC
Outcome A The student will describe environments which nurture children and stimulate learning.	<i>Content Area II: Curriculum and Learning Environment</i> 1b. Follows a consistent yet flexible schedule that is appropriate for all children. 1d. Maintains a physically and emotionally safe environment and creates learning spaces with focus on safety, health, routines and play/exploration. <i>Content Area I: Child Growth and Development</i> 1f. Recognizes that children learn and develop through play.	WAC 170-295-2120 WAC 170-295-5020 WAC 170-295-5040	WAC 170-296A-4225 WAC 170-296A-4925 WAC 170-296A-6575
Outcome B The student will identify indoor and outdoor activities that invite participation of all children.	<i>Curriculum and Learning Environment:</i> 1c. Plans regular daily activities that include indoor and outdoor activities. 1f. Offers children choices.	WAC 170-295-2130 WAC 170-295-2120	WAC 170-296A-5025
Outcome C The student will plan developmentally appropriate activities for children in a variety of settings.	<i>Curriculum and Learning Environment:</i> 1g. Supports and encourages children's participation in a variety of activities. 1h. Plans individual, small and large group activities. 1i. Provides a variety of activities that are at the different developmental levels of the children in a setting.	WAC 170-295-2010	WAC 170-296A-6550 WAC 170-296A-6600

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Required Reading

1. *Child Care Center Licensing Guidebook* (2nd ed., DEL 2006)
Outcomes A, B and C: Section 3, pp. 41-47 (“What types of play materials, equipment and activities must I provide for the children?”), pp. 111-116 (“Are there special program requirements for infants and toddlers?”), pp. 180-181 (“How do I maintain a safe environment?”), pp. 194-197 (“How do I maintain a clean and sanitized environment?”), and pp. 116-121 (“Do I need an outdoor play area?”)
Online at:
<http://www.del.wa.gov/publications/licensing/docs/ChildCareCenterLicensingGuide.pdf>.
2. *Washington State Family Home Child Care Licensing Guide* (2nd ed., DEL, 2013)
Section 3 pp. 7; pp. 28-42, “Care and Education of Young Children” and Section 4 (all pages) “Environments.”



Videos Supporting this Module

1. A three minute video clip that addresses managing the flow of activity and environment in early education classrooms can be found here:
<http://www.youtube.com/watch?v=ib-WqzoO528>
2. A five minute video clip that demonstrates how high quality, nurturing environments can inspire playful learning can be found here:
<http://www.youtube.com/watch?v=9xCCBlvgWQ0&feature=relmfu>
3. A brief video clip that illustrates the importance of routine in early learning settings can be found here: http://www.youtube.com/watch?v=cu9BgsT90-Q&playnext=1&list=PLzZv5VL2z8sPMkSxya8hpMmt8zw5rxeCj&feature=results_main
4. A brief video with a concise overview of developmentally appropriate classrooms can be found here: <http://www.youtube.com/watch?v=a-h4IHlqkcc>



Opening Activity

This activity can be done at the start of class to get participants thinking about environments and early learning settings. To begin, ask participants to think for a few minutes about a place where they feel particularly welcome and inspired—a place with a particularly pleasing environment. It could be their favorite relative’s home, a favorite restaurant, a beautiful outdoor spot, or a theme park...it’s up to them! Have students think about all the elements that make this place so special. After a few minutes, brainstorm together as a large group the factors that helped them to decide. What made them feel so comforted, inspired and/or welcomed? You might hear themes such as:

- The atmosphere is warm and inviting.

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- I always have a good time there.
- People there are friendly and accommodating.
- It offers a feast for the senses / the air is fresh / or the food is incredible!
- I feel comforted and secure.

Quality early learning environments should invoke the same feelings as your favorite place: we want children and families to enter a warm and inviting environment where their needs are met, the staff is friendly, and it appeals to the senses.

Outcome A

The student will describe environments which nurture children and stimulate learning.



Discussion Questions

1. What are the components of a good early learning environment?
2. How can you make sure your environment inspires children's learning and keeps them engaged?



Presentation

A child-centered environment consists of several elements:

- Staff working closely with children, observing them carefully, and following their lead when possible
- Stimulating, challenging activities available throughout the day
- Program scheduling, physical layout, and procedures that are best for the children in that space
- Children choosing activities

These elements must be offered in a safe environment, one free of hazards both inside and out. Refer to the guidebooks for specifics on keeping children safe from harm. In general a safe center is one that is organized with the children's care and development in mind. It has spaces both indoors and out where children can move and play away from potentially dangerous or hazardous substances. The more carefully you plan the environment, the fewer times adults will have to intervene in the children's self-initiated activity. Points to remember when designing curriculum and environments in your center or home:

- Providers need to plan for individual differences when scheduling activities for groups of children.
- Each child is on his/her own timetable for growth and development. Each reflects her own temperament, learning style, experiences, and family background.

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- What may be a risky temptation for one child may never even be notice by another child.

Additionally, children have learning preferences, just like adults. Some examples of learning differences are:

- Some children learn well by listening while others need to do something or practice before they understand fully.
- Some children can sit still for longer periods of time. Others need to be free to move about.
- Some children want to be able to do an activity perfectly before sharing their accomplishment. Others are more comfortable with trial and error.
- Some children are very outgoing and outspoken with adults. Others are uncomfortable when an adult is speaking to them or watching them.
- Some children do not like being told what to do. Others need to hear exactly what is expected of them.
- Some children play comfortably in a group. Others prefer to play alone.
- Some children cannot wait to crawl into your lap. Others are uncomfortable with being touched.

Providers should also be aware that:

- The developmental range in the same-age group may be two years or more.
- Individual children may have unique interests or skills outside the age range of the group.
- Children with special needs may require certain activities to be modified.

A well-planned environment encourages children to play and grow socially, emotionally, physically and intellectually. In order to stimulate development in all areas, space should be planned with well-defined interest centers. Interest centers are areas where materials are organized by type, and are accessible to children when they are interested in participating in particular kinds of play. Children will be able to move around the room, make choices, and learn new things. One child may choose a quiet spot to be alone while another might choose a more active area to play with other children. When children change interest areas, they encounter new challenges to deal with, new children to talk to and work with, and new materials to master in their own way.

An example of some of the interest centers that could be included in an early learning space include:

- Blocks
- Creative art
- Music
- Dramatic play
- Sensory exploration
- Library/quiet area
- Literacy/writing
- Table toys/manipulatives

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- Science
- Computer
- Woodworking/building area
- Outdoor/large muscle areas

Distribute Handout 4, “Classroom Interest Areas,” which contains a comprehensive list of specific materials that can be included in each of the areas as well as the skills children may learn while playing in those areas.

Although it sounds silly, sometimes a periodic crawl around the environment will give you a sense of what it looks like to children. Ask yourself: Is it colorful? Is there a variety of textures? Are things displayed at an appropriate level? Is furniture the right size? Is it pleasing to the parents and staff as well as the children in care? Are there enough materials for children to use in their daily work and can they access the materials independently?

While interacting with children, watch carefully for their level of involvement. Do they appear absorbed and engaged with the selection of materials and activities? Or are there some children who appear bored or uninspired? Perhaps some children need a greater challenge or a different type of activity, need to create or use their imagination more, or feel lonely or overwhelmed. Or perhaps there is simply not enough of a popular material or toy. Taking into consideration the availability of developmentally-appropriate materials, the needs of individual children, and the way your setting is organized can help you maintain a fun, inspiring setting.



Interactive Learning Activities

Option 1: Looking at safe, appropriate environments

- **Handout 1 “Environments”**

Using the photos found on **Handout 1**, discuss in small groups or pairs the following:

1. Which age group do you think this environment serves?
2. What five elements about the environment do you find most appealing to that specific age group?
3. What would you change if this were your classroom or home? Why?
4. How many interest areas or learning centers do you see in the photo?
5. Do you believe the environment is inviting *and* safe based on the picture? Explain.

Option 2: Will it help or will it hurt?

- **Handout 2, “Will It Help or Will It Hurt?”**

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Reading aloud to the group (or working in pairs reading together), review the scenarios from **Handout 2**. Have small groups discuss what five things might help or hurt a child within each scenario. Debrief as a large group after smaller groups have had a chance to discuss.

Option 3: Setting children up for success

- **Handout 3, “Creating an Environment that Promotes Children’s Positive Behavior”**

Discuss in a large group how the behind-the-scenes work of setting up the environment can eliminate problems and promote positive behavior. Using **Handout 3**, have participants read the checklist and discuss. This checklist can also be used to evaluate their current or observed space.

Outcome B

The student will identify indoor and outdoor activities that invite participation of all children.



Discussion Questions

1. Is it necessary to have a daily schedule and routine for children?
2. What types of play materials, equipment and activities should you provide for children? What is needed in an outdoor environment?
3. What are some of the special requirements for infants and toddlers in an early learning environment?



Presentation

Indoor and outdoor spaces need to invite all children to engage in activities and productive play. It is recommended that care providers:

- Post a daily schedule of lessons and activities for parent and staff access.
- Offer a variety of learning materials (See the *Center Guidebook* for extensive lists).
- Consistently plan for a wide range of learning experiences through lessons, activities and events.
- Keep six months of lesson and activity plans available for licensing inspection.
- Maintain child-adult ratios during transitions and throughout the day.
- Use staff planning time productively to improve the quality of program offerings to children.

Outdoor environments are just as critical to children’s development as indoor spaces are. Four components to consider when planning a good outdoor play space include:

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- The space itself
- Supervision in the space
- Injury protection and prevention
- Site maintenance

Outdoor space must have at least 75 square feet per child for the maximum number of children using the outdoor play space at any one time. Programs with limited space may stagger the schedule of children using the outdoor space. Children are very creative, so outdoor toys and structures should be examined knowing that children will often use toys in ways never imagined by the manufacturer.

The daily schedule can ensure a balance of activities throughout the children's day. Young children cannot tell time, but they can learn the time of day by the sequence of activities and routines set in place by caregivers. Routines and daily rituals provide a sense of security. Children can predict what happens next. Appropriate routines meet the developmental needs and abilities of the children. Caregivers discover that routines help children gain a sense of their own identity and self-worth.

A balance of large group, small group, individual, child-initiated and staff-initiated activities is very important. For younger children, most of these activities should be child-initiated in individual or small groups. Children under age 6 should not spend large amounts of time in staff-initiated, large group activities.



Interactive Learning Activities

Option 1: Setting up an appropriate daily schedule

Materials and Resources Needed

- Paper and pens
- Copies of the *Child Care Center Licensing Guidebook* or the *Family Home Child Care Licensing Guide*

Divide students into small groups or pairs. Give each group an age range to plan for: infants, toddlers, or preschoolers. Ask each group to design their own daily schedule based on what they have already learned about child development and safe environments. They should plan for a full day of care beginning at 7 a.m. and ending at 5:30 p.m. It is not important to plan each activity—just to plan the daily schedule.

After students have had a chance to design their own daily schedule, take a look at the sample schedule found on page 48 in the *Center Guidebook* and page 3.17 in the *Family Home Guide*. Students can check to see where there are matches between their draft daily schedule and the sample provided. Discuss as a large group.

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Option 2: Inside and outside

Materials Needed

- Paper and pens

In small groups, ask students to brainstorm three activities that children could participate in--either indoors or outdoors--and the materials needed to make sure that the activity is successful and will engage each child. Some examples might include:

- Painting with brushes, spray bottles, sponges, bath scrunchies, or hands
- Music with symbols, shakers, drums and rainsticks
- Sensory play with sand, trucks, shovels, buckets, scoopers, colanders and funnels

Option 3: How much space is required?

Materials and Resources Needed

- **Handout 5, “Space Requirements”**
- Copies of the *Child Care Center Licensing Guidebook* or the *Family Home Child Care Licensing Guide*
- Optional: Calculators

Read the WACs that discuss space requirements in both the indoor environments (see page 16 in the *Center Guidebook*, and page 4.5-9 of the *Family Home Guide*), and outdoor environments (see page 116 of the *Center Guidebook*, and page 4.39-42 of the *Family Home Guide*).

Working in pairs or small groups, ask students to complete the space requirements on **Handout 5** (calculators may be necessary).

Outcome C

The student will plan developmentally appropriate activities for children in a variety of settings.



Discussion Questions

1. What types of materials, equipment and activities should I provide for the children?
2. How do I determine if an activity or material is developmentally appropriate?
3. How do I write a lesson plan for young children?
4. How can I plan for activities that allow for differences, preferences and abilities?

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Presentation

It is the responsibility of the early learning program to offer an assortment of culturally relevant activities, experiences and materials that are based on developmentally appropriate practice or DAP. Developmentally appropriate practice supports the belief that all children are unique and progress through predictable ages and stages at their own pace. It is the provider's job to make sure that the activities, materials and experiences are appropriate for each child in your care.

To engage children in active, meaningful learning it is important that you:

- Foster positive self-identity and a sense of emotional well-being.
- Develop social skills and knowledge.
- Encourage children to think critically, reasons, question and experiment.
- Enhance physical development and skills.
- Encourage and demonstrate sound health, safety, and nutritional practice.
- Encourage creative expression, representation and appreciation for the arts.
- Develop a sense of belonging to the natural environment.
- Ensure the materials and practices of your program reflect the backgrounds and current practices of the children and families enrolled.
- Respect and celebrate cultural diversity.

As you have learned in previous modules, each child has unique patterns of timing and growth. You will have children in your care with a range of temperaments, learning styles, experiences and family and cultural backgrounds. Programs adapt for differences among children by providing a variety of materials and activities that support children's individuality. While you will be asked to plan for groups of children, it is also important to think about the individual needs of children. Some things to keep in mind when planning:

- The developmental range in your group
- The children who have interests or skills *outside* the age range of the group
- Children with special needs who require modifications to the activities
- The opportunity for children to repeat activities
- More small group activities

It is also important to consider:

- How to store and display materials
- What the daily schedule will look like and how to balance the routine
- What is necessary to include in lesson plans for children
- If the planned activities are better suited for indoor or outdoor environments

As children move through their daily routines and activities engaging with appropriate materials, caregivers should help children understand the world around them. Caregivers can increase children's language acquisition by asking meaningful questions and adding information to extend children's learning. Meaningful questions invite

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children to wonder, and to respond with more than a simple “yes” or “no.” Questions can help them learn to solve problems and think critically about what they are engaged in. **Handout 6** offers examples of the differences between asking thoughtful questions versus simply giving the child information.

Providers demonstrate knowledge of developmentally appropriate practice by selecting materials that are engaging for the children in their care, and following daily structured routines. “Ultimately, the truest measure of developmentally appropriate practice is seeing children joyfully, physically, and intellectually engaged in meaningful learning about their world and everyone and everything in it.” (Copple & Bredekamp, 2009).



Interactive Learning Activities

Option 1: Selecting appropriate classroom materials

Materials Needed

- Catalogs or magazines from leading early learning supply companies

Separate the students into small groups or pairs and give each group an age range to focus on (infants, toddlers or preschoolers). Using magazines from early childhood supply companies such as Discount School Supplies or Lakeshore Learning, have groups find ten pictures of learning materials that they feel are most appropriate for their age group. If time allows, students can share their collage of pictures and discuss with the large group why they feel that material is age appropriate. Another option is to give specific budgets and request that the students stay within the budget limitations.

Option 2: What do they learn from that?

Materials Needed

- Toys such as texture balls, small puzzles, Play-doh with tools, small plastic animals, measuring cups and spoons, dolls, etc.
- Large sheets of paper and markers

Distribute a random assortment of objects/toys to pairs or small groups of students, along with a marker and large paper to make a chart. Try to choose toys that span a variety of age groups. More examples: sorting objects such as small bears or dinosaurs, lacing cards, shape sorters, rattles, ABC magnets and magnetic boards, felt boards, puppets or persona dolls, musical instruments.

In small groups or pairs, make a chart of the developmental skills a child might learn and/or exercise as they play with the object you were given. Think about the domains of development as well as very specific skills (such as physical domain—small or fine muscle movement).

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Option 3: Writing effective weekly schedules

Materials Needed

- Copies of the *Child Care Center Licensing Guidebook* or the *Family Home Licensing Guide*

Students have already had practice in Outcome B writing effective daily schedules.

Now it's time to bring them all together in a weekly schedule.

Begin this activity by looking at the preschool and the toddler activity plans in the *Center Guidebook* on pages 50-51, and in the *Family Home Guide*, page 3.17. Discuss with the students the similarities and differences between the two plans, focusing on age appropriateness of the activities listed as well as the need for routine. It is also helpful to remind students that it is a licensing requirement to post weekly schedule for staff and parents.

Working in pairs or small groups, ask students to create a mock weekly schedule for either toddlers or preschoolers. If you have saved the daily routine from earlier module work, students can incorporate those into their weekly schedule. If time allows, share the schedules with the larger group.

Option 4: Asking meaningful questions

- **Handout 6, “Asking meaningful questions vs. giving simple information”**

Read **Handout 6** individually or as a group. In small groups, discuss the difference between questions and giving information. If time allows, participants may want to discuss their own situations in which they have extended the child's learning by asking meaningful questions.



Assessment of Learning

Have students take the quiz on **Handout 7, “Check for Understanding.”**

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Handout 1

Environments

Picture 1



Credit: NAEYC.org

Picture 2



Credit: Vancouver Montessori

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Picture 3



Credit: Allkidsfirstnj.com

Picture 4



Credit: beautifulsavior-gc.net

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Picture 5



Source: teachthemdiligently.net

Picture 6



Credit: childcarecenter.us

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Picture 7



Source: Small Wonders Family Child Care

Picture 8



Source: Harris Family Child Care

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Handout 2

Will It Help or Will It Hurt?

Scenario #1

The pre-kindergarten room has 20 children, a lead teacher, and a teacher assistant. Some children are playing quietly, while others race around playing superheroes, using the brooms from the housekeeping area as guns. A demolished block building is in the middle of the floor. Other children are enthusiastically looking at the bird nest that one child brought in this morning, and finding books about birds from the book corner. A snack of vanilla pudding with bananas was delivered an hour ago from the kitchen and is sitting on the counter next to the bird nest, waiting to be served. Pictures are hung at the children's eye level. A brightly decorated bulletin board displays their art work and color pictures from an animal ABC book.

Scenario #2

The toddler room has 14 children, a lead teacher, and one part time assistant who works four hours a day. During most days, the children spend 20 minutes outside, but if it is raining, or warm, the teacher prefers to extend play time and does not take the children outdoors. The children will nap if they are in the mood after they have had a mid-afternoon snack. In the morning upon arrival, the assistant makes certain to have loud reggae music playing to wake them up. Some days, story time will last 30 minutes and other days the teacher forgets to read to the children after waking up.

Scenario #3

The infant room at the center has 6 children with two lead teachers. When you arrive to observe, two of the infants are in swings, one is propped up in an infant chair with a propped bottle. The two infants are rolling on the ground, sucking on toys and passing them back and forth between each other. One teacher is changing a diaper and the other is busy making a bottle for the crying child in one of the swings to stick in the microwave.

Scenario #4

The preschool room at your child's program has 20 children enrolled with two teachers and an assistant who help at meal time. Children are coming in from outside play activities 10 at a time and are taking off jackets to wash their hands at the sink. After washing, they pick up a plate, spoon and fork asking what is for lunch. They sit at the tables in groups of 6 or 7 with a teacher and pass the food around family style. While eating, the teachers talk to the children about what they are eating and how it nourishes their bodies.

Scenario #5

At Happy Bees Family Child Care Center, Michelle has 6 children enrolled ages 6 months through 4 years old. Michelle has separated part of the space in her large classroom to accommodate the two infants in her care by using a large portable baby gate that she can clearly see over and through. While she is holding an infant, she enjoys reading a book to 3 year old Aidan who is sitting in her lap just inside the baby gate.

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Handout 3

Creating an Environment that Promotes Children's Positive Behavior

Much of managing children's behaviors in the classroom is from the behind-the-scenes work that a caregiver does before the children arrive to create an environment that promotes positive behavior. What is placed in an area and how it is arranged often determines the atmosphere for promoting social, emotional, intellectual and physical growth. It also determines the behaviors, both positive and negative, that happen in that space.

The following checklist can help you create an environment that promotes children's positive behavior in your center.

	The classroom has a variety of learning and activity centers to encourage choice and independence.
	Age-appropriate materials and toys are displayed on low, open shelves allowing children to get the toys and put them away by themselves.
	There are enough materials and toys available so that children can choose what they want to play with and have the ability to play with them for long periods of time. This will decrease children's fight over toys.
	Learning and activity centers are set up for several children (up to 4 or 5) to play together. This allows them to cooperate, share and problem solve together.
	A large space for whole group activities is provided to allow for group activities, discussion, and problem solving.
	There are small, quiet, private areas (within adult supervision) so that children can be alone or play with just one or two other children.
	The room is un-crowded and has space for children to work and play at the tables. And on the floor. Congestion is avoided and children can move about and explore.
	Centers and activity areas are well defined and placed so activities are not interrupted. Children know what not to do in each area. Toys are in bins that are clearly labeled.
	Low dividers are used to separate areas so that caregivers can easily observe the children and supervise their activities.
	Individual cubbies are available so that children can be responsible for their own belongings.
	Placement of furniture discourages rough play or running.

Modify the environment throughout the day to meet the emerging needs of children in your care. You can add props to the dramatic play or playground areas to promote social interaction or broaden play that is already in progress. Modifying the environment is the first step in helping children to behave appropriately.

Source: *Child Care Center Licensing Guidebook*

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Handout 4

Classroom Interest Areas (Centers)

The materials listed in the chart below are in no way a complete or required list of materials for every early learning environment.

Center	In play in this center, children learn	Materials that should be available
Block	<ul style="list-style-type: none">-shapes and sizes-problem solving-cooperation-imaginative play-basic number concepts-creativity-how to lift and carry blocks	<ul style="list-style-type: none">-wooden unit blocks stored in open low shelves by size and shape-play props such as play figures representing diverse populations-farm, forest, and jungle animals-cars, trucks, and boats-raw building materials such as branches, canvas, corn husks, etc.
Creative art	<ul style="list-style-type: none">-to express their ideas and feelings-develop fine motor skills-learn creativity-learn exploration-discover that we all have different ideas and different ways of working	<ul style="list-style-type: none">-easels-paint containers-a wide variety of different sized and shaped brushes-people color and regular color crayons-scissors-markers-glue-modeling clay-hand mirrors-play-doh-collage materials-a wide variety of size and types of paper-a paint drying rack or area
Dramatic play	<ul style="list-style-type: none">-learn to act out familiar adult roles-learn to conquer fears such as going to the doctor-develop social skills such as sharing, cooperation, compromise, and negotiation-develop fine motor skills-learn respect for differences in people and cultures-role play people of other	<ul style="list-style-type: none">-child-size furniture and equipment such as table and chairs, stove, refrigerator, and sink-male and female work and play clothes-cooking and eating utensils like those found in children's homes-male and female dolls representing a diversity of races, cultures, and abilities

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	cultures, abilities and genders	-play food representing different cultures
Sensory exploration	<ul style="list-style-type: none"> -size, shape and volume -creativity -releasing tension -control -discovery -exploration 	<ul style="list-style-type: none"> -a low-to-the-floor, dry sensory table to use with various materials -a waist-high wet sensory table to use with water, bubbles, cornstarch and water, ice/snow, shaving cream, whipped soap flakes -tools and objects to sink and float
Library/quiet area	<ul style="list-style-type: none"> -the “mechanics” of holding and enjoying books -reading with others -awareness of print -how to spend quiet time alone -listening to books on tape -develop fine motor skills -pictures have meaning -tell stories using puppets or flannel boards -develop pre-reading skills -learn about diversity and other cultures -learn facts and information outside of their personal experience 	<ul style="list-style-type: none"> -book display -rug -soft pillows, cushions or upholstered chairs/couch -tape recorder -homemade books featuring the children and families in your center -wide variety of books that depict cultural diversity -puppets
Literacy/writing	<ul style="list-style-type: none"> -awareness of letters -develop fine motor skills -learn new words and meanings -practice holding smaller writing instruments 	<ul style="list-style-type: none"> -clipboards -writing instruments including markers, chalk, crayons, pencils -pencil grips -small white boards with erasers -small chalk boards -mailboxes -paper/stationery -stickers/stamps
Table toys/manipulatives	<ul style="list-style-type: none"> -pre-reading and pre-math concepts -eye hand coordination -fine motor skills -problem solving -categorization, grouping, patterns -develop creativity 	<ul style="list-style-type: none"> -items on low shelves -puzzles and toys that represent cultural diversity -table with chairs -pegs and pegboards -beads and laces -parquetry blocks -collections of items for sorting, classifying and counting

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		<ul style="list-style-type: none"> -nesting rings/cups -bristle blocks -sewing cards -matching games
Science	<ul style="list-style-type: none"> -discovery of natural objects -magnetic forces -bigger/smaller through magnifying objects -cause and effect in the environment -life cycles of butterflies, frogs -colors 	<ul style="list-style-type: none"> -magnifying glass -scale -droppers and tweezers -specimen jars -natural objects such as shells, rocks, nests, beehives, cocoons, leaves -bug catchers -bottles with colored waters -color paddles -light box
Computer	<ul style="list-style-type: none"> -basic computer skills like power, mouse manipulation -one/two-step directions -fine motor skills -simple keyboarding skills 	<ul style="list-style-type: none"> -computer -mouse -paper -approved educational software -keyboard
Woodworking area	<ul style="list-style-type: none"> -how items fit together -how to make simple structures -problem solving -durability of materials and objects -handling of tools safely -safety 	<ul style="list-style-type: none"> -wood -nails -different types of hammers -eye glasses -gloves -screws -pegboards -work lights held up with clips
Outdoor/large muscle areas	<ul style="list-style-type: none"> -large and small motor skills -eye hand coordination -confidence -sharing, taking turns, and cooperative play -sensory experiences -dramatic play 	<ul style="list-style-type: none"> -safe climbing toy -area for digging -shovels -pails -trucks -riding toys with helmets -wagons -balls -hoops -tunnels -parachute -games -natural materials such as rocks, leaves, sticks

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Handout 5

Space Requirements

How much square footage is necessary for indoor space? _____

How much square footage is necessary for outdoor space? _____

Situation	How much space is needed?
1 classroom Infants under 12 months 6 enrolled	
2 classrooms Toddlers in each room 18 total enrolled One bathroom between rooms	
1 classroom Infants under 12 months 4 enrolled	
Outside playground Preschoolers 20 enrolled	
4 classrooms 2 toddlers 2 preschoolers 14 toddlers enrolled 28 preschoolers enrolled	
Outside playground Toddlers 14 enrolled	
6 classrooms 1 infant room: 4 enrolled 2 toddler rooms: 14 enrolled 3 preschool rooms: 30 total	
Outside playground Shared by toddlers 14 enrolled Preschoolers 14 enrolled	
Family Child Care Home 1 teacher/owner 1 assistant in the afternoon 6 children: 6 months, 1 year, 2 year, 2 year, 3 year and 4 years old.	

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Handout 6

Asking Meaningful Questions vs. Giving Simple Information

Caregivers can increase children's language and vocabulary and extend the child's learning by asking meaningful questions. This also allows the child to begin to problem solve, think creatively and engage more fully in their environment. The chart below offers examples of thoughtful questions to ask versus simply giving the child information.

Scenario	Meaningful Questions	Giving Information
A child brings her dog for show and tell to preschool. All of the children are very excited about the dog.	<ul style="list-style-type: none">-What does your dog like to do?-How are dogs the same as/different from people? How about cats?-How do you take care of your dog?	<ul style="list-style-type: none">-All dogs have four legs and are covered with fur.-Dogs need to be cared for. They need food and water and exercise.-Doctors who care for animals are called veterinarians.
It is late September and you have taken the class for a walk to collect leaves.	<ul style="list-style-type: none">-Why do you think that the leaves are different shapes, colors and sizes?-When do leaves fall off the trees?-Why do leaves fall off trees?	<ul style="list-style-type: none">-Leaves change colors and fall to the ground in fall.-There are many different kinds of trees. Each tree has its own shape and size of leaf.-Leaves grow on trees every spring.
It is the first snowfall of the year.	<ul style="list-style-type: none">-What is the temperature like outside when it snows?-What are some of the things we can do in the snow?-What happens to snow when it gets warm?	<ul style="list-style-type: none">-All snowflakes are different.-It must be cold outside to snow.-Snow melts and changes to water when warm.-We wear warm coats, hats, mittens, and boots to go outside in the snow.
Write a scenario here:	What are three questions you could ask?	
Write a scenario here:	What are three questions you could ask?	

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Handout 7

☒ Check for Understanding (10 Points)

True or False

1. Part of creating a stimulating environment for children is to have challenging activities available for the children all throughout the day.
2. A safe center is one that is organized with the children's care and development in mind.
3. Some child care centers may need to consult the licensing guidebook to determine if the plants in the outdoor environment are safe for the children in their care.
4. When planning classroom environments, it is not necessary to consider the learning styles of the children in the classroom.
5. It may be necessary to modify the activities or the environment if you care for children with exceptional needs in your center.
6. Washington State licensing laws require that an outdoor space must be available to children and easily accessed by the children.
7. When planning learning centers in the classroom, it is not necessary to consider the storage of materials as long as you have one item for every child enrolled in the program.
8. When planning for younger children, keep in mind that most of the activities should be child initiated in individual or small groups rather than in large group instruction.
9. Daily routines and schedules must be posted for families to view as required by licensing.
10. Following a consistent daily routine provides the child with structure and comfort in the classroom.

Multiple choice:

1. For licensed child care facilities in our state, indoor environments need _____ square feet of useable space per child:
A. 30 B. 75 C. 35 D. 70
2. DAP stands for:
A. Developmentally Appropriate Programs
B. Developmentally Active Practice

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- C. Desired Appropriate Practice
 - D. Developmentally Appropriate Practice
3. Some of the learning centers that could be found in a preschool setting might include:
- A. Reading and literacy center
 - B. Outdoor play space
 - C. Table toy/manipulative center
 - D. All of the above
4. For licensed child care facilities in our state, outdoor environments need _____ square feet of useable space per child:
- A. 30
 - B. 75
 - C. 35
 - D. 70
5. Caregivers can increase children's language and vocabulary and extend the child's learning by:
- A. Giving direct statements
 - B. Being completely silent when working with children
 - C. Asking meaningful questions
 - D. Directing children to talk
6. When planning for children, it is important to keep in mind:
- A. The developmental range in the group
 - B. The individual children with interests or skills outside the age range of the group
 - C. Children with special needs who require modifications to the activities
 - D. All of the above
7. Developmentally appropriate practice supports the belief that:
- A. All children are unique
 - B. Children progress through predictable ages and stages at their own pace
 - C. Children can be encouraged to think critically
 - D. All of the above
8. The daily schedule in a center and classroom can provide:
- A. A balance of activities throughout the children's total day
 - B. An opportunity to teach children the time of day by the sequence of activities
 - C. Children with a sense of security
 - D. All of the above
9. The term "child centered environment" means that:
- A. The children run around without supervision.
 - B. The children must play in the center of the classroom.

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- C. Stimulating challenging activities are available throughout the day.
10. Which of the following statements is not true?
- A. Schedules and routines in the classroom can help children to feel secure
 - B. Family child care centers do not need to follow a daily schedule
 - C. Outdoor space must be accessible to children in family child care centers
 - D. Children should have developmentally appropriate materials accessible to them

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☒ Check for Understanding (Answer Key)

- | | |
|----------|-------|
| 1. True | 11. C |
| 2. True | 12. D |
| 3. True | 13. D |
| 4. False | 14. B |
| 5. True | 15. C |
| 6. True | 16. D |
| 7. False | 17. D |
| 8. True | 18. D |
| 9. True | 19. C |
| 10. True | 20. B |